

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 121.†

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(September to December, 1931.  
January to March, 1932, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLETT.)

FORM I., (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without interruption.

#### A & B

I. Suitable stories from *I. Samuel*, chapters 21-24, *II. Samuel*, 1-5, 8, 11 and 12, *I. Kings*, 3-11 (see Paterson Smyth).

Beginners: Teacher may use *Bible Stories for My Grandchildren*, by "Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Mark's Gospel*, chapters 1 to 9 (verse 8), inclusive.

Teacher may study Dr. Paterson Smyth's *Prophets and Kings* (Sampson Low, 2/6), lessons 5-8, inclusive (omitting questions), in order to bring the passages home to the children. Commentary on *St. Mark*, by Bishop Waltham How (S.P.C.K., 9d.).

Teacher will find the following books useful for personal study: *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-).

† The 121st term of work set since the Parents' Union School began.



Prayer, Hymns, etc.

*The Children's Kingdom* (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (S.P.C.K., 9d.). Bible Atlas (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren; words and music, 3/-; words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading:

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-, or, Nelson, 1/3), pp. 148-218. *Livingstone* (Nelson, 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-).
- A & B *Chopsticks*, by F. I. Codrington (S.P.C.K., 2/6), pp. 1-76.

Sunday Occupations: Make Christmas cards.

- A *Africa Painting Book* (C.M.S., 1/-).
- B *The Tent of Yusef* (a model, C.M.S., 6d.).

Writing.

- A *New Handwriting\** (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); it is essential that the teacher should study instructions, (6d.).
- A Cards 3 (small letters), 1 and 2 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243). Cards 6 and 7 are good models for cursive writing.
- B Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

Tales.

- A *The Pilgrim's Progress\** (Oxford Press, 3/6, or, Nelson, 1/3), Part I., from "The Valley of Humiliation" to "The Pillar of Salt." *Tales of Troy and Greece\**, by Andrew Lang (Longmans, 5/-), pp. 101-145.
- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales*, (both Oxford Press, 3/6, or any complete edition). *Æsop's Fables* (Murray, 2/6): choose from pp. 110-144.

English History.

- A *Our Island Story\**, by H. E. Marshall (Jack, 10/6), pp. 168-229 (1199-1347). *Tales from St. Paul's Cathedral\** (Revised Edition), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 32-62.
- B *Our Island Story*, pp. 41-84 (449-1017).

Geography.

- A *Ambleside Geography Books, Book I.\** (1926 edition) (Kegan Paul, 2/6), lessons 32-35 inclusive; Book II.\* (1926 edition, 3/-), pp. 1-22, inclusive. (Map questions to be answered before each lesson.) Pace and make plans for front hall, and playground or lawn. Learn something about six places connected with recent events.
- Local geography out-of-doors (see *Home Education*, Part II.). Philip's *Atlas of Comparative Geography\** (3/6). Take *The Home and Classroom Section of The Times* (Times Office direct, 6/- a year).
- B Book I. lessons 18-22, inclusive. *Happy Homes in Foreign Lands*, by A. A. Methley, F.R.G.S. (Wells Gardner, 1/3 or 1/6), pp. 42-62. Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand, rivers, hills, villages.

Natural History.<sup>1</sup>

- A & B Keep a Nature Note-Book\* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of wild flowers and fruits; watch (a) animals, (b) birds.
- Teacher will find useful: *Nature Rambles*: Vols. III., *Summer to Autumn* (for the holidays), and IV., *Autumn to Winter*, by E. Step, F.L.S. (Warne, 2/6 each).
- A *Insect Life\** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 41-80. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 1-70.
- B *Highways and Hedgerows* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 7-41. *Birdland*, by Oliver Pike (R.T.S., 6/-), Part II., pp. 23-63.
- or, (overseas) A & B, *Nature's Nurseries\** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 39-80. *Animal Life in the East\**, by Martin Duncan (Milford, 1/-), pp. 44-89.

Picture Study (see *Home Education*, pp. 307-311).

- A & B Study reproductions of six pictures by Jan Steen\* (P.N.E.U. Office, 2/- the set): see notes for teachers' use only in the September number of the *Parents' Review*.

French.<sup>2</sup> (See N.B. 4.)

- The work should be oral only, but in Upper I.A children may write down words and short sentences.
- A (Second Year), *La Vie de Madame Lapine* (Dent, 1/4), ten lessons. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).
- (First Year). *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémin (Hachette, 2/-), ten lessons.
- Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9) children to narrate.

<sup>1</sup> Members overseas see special leaflet.

<sup>2</sup> Schools may substitute the national language.



B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

A & B *Sonnez les Matines* (P.N.E.U. Office, 3/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/6); with six Columbia records (6/6 each, not stocked at the P.N.E.U. Office).

#### Number. (See N.B. 4.)

Some rapid mental work for A and B each lesson, and regular practice in tables (*Teacher's Books are essential*).

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.\* (University of London Press, Pupils' Book 10d.). (Teacher's Book, 2/-).

(6th term), Pupil's Book, pp. 55-64; (3rd term), pp. 24-33, inclusive, with *Fundamental Arithmetic Cards*, Standard I., Set A (1/3), cards 14-16 and 21-23.

B (3rd term). *Step-at-a-Time Arithmetic*, Book I.\* (A. & C. Black, Pupil's Book, 7d.), pp. 26-40. (Teacher's Book, 2/-.) Sums may be worked with dominoes, beans, etc., at first.

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc. (Lond.) (P.N.E.U. Office, 4d.).

#### Brushdrawing.

A & B Paintings of (a) six wild flowers and fruits; (b) six wild creatures that you have been able to watch; scenes from stories taken from Reading books set. Make Christmas cards.

Children should draw occasionally with brush, crayon, or chalk from memory. Pencils should not be much used. Teacher see *Home Education*, p. 313.

Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Box of (a) crayons (4½d.), (b) coloured chalks (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

#### Recitations.

A & B Learn 6 consecutive verses from work set in I. *Samuel* and *St. Mark*. Psalm 19, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase* (New Edition), chosen by L. Chisholm, Parts I.-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each).

B (only) *Fairies and Chimneys*, by Rose Fyleman (Methuen, 1/6).

#### Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *The Queen Bee*,\* by Carl Ewald (Nelson, 1/3), pp. 52 to end.

A For children who can read a little: *Picture Tales from the Russian*,\* Books I. to III. (Blackwell, 1/- each). *The Sunflower Girl*\* (Milford, 3½d. or 6d.). *The Bowl of Mist*,\* by A. M. Marzials (Harrap, 8d.).

B Reading taught as in *Home Education*, or, use *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6). For beginners, *The New Beacon Reading Cards* (1/-) and *Word Builders* (1/-), with the *Introductory Book* (9d.).

Holiday and Evening Reading:

A *Lord Nelson* (Nelson, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6).

A & B *Persian Wonder Tales*, by Major C. F. Mackenzie (Blackie, 5/-), pp. 82-160.

B *Animal Tales of Africa*, by J. H. Macnair (Wells Gardner, 1/6). *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

#### Music Appreciation.

A & B The work of Schumann. See (a), article, and (b), records suggested under *Our Work*, in the August *Parents' Review*.

#### Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

A & B (a) *Ear Training*, by M. Chamberlain (Novello, 6/-). *Eye Training*, by M. Chamberlain (Novello, 2/6). (See introduction for amount of work each term.)

(b) *The Child Pianist* (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

#### Singing.

A & B See *Ear Training* and *Eye Training* above.

Learn two English songs or Christmas carols.

*Christmas Carols* (1st series), edited by Sir J. Stainer (Novello, 1/6).

A *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.).

B For songs see *Ear Training* (see above), or *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

A & B Two French songs (see under French).



### Drill.

#### A & B Daily drill and games.

*A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. and II. (Ling Association, with instructions, 11d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools*, 1919 (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

### Work: Crafts, etc.

#### A & B (a) Help in house or garden.

*Practical Gardening for Children*, by H. O. Marshall (S.P.C.K., 1/6).

#### (b) Paper modelling.

I.A & B. (Omit correlated schemes). *Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-).

I.B. may use *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbicicchio (Willis & Co., Vol. IV., 1/3), for cut-out animals.

Toys may be made from *Toy-Making*, by Bertha Eden (Pitman, 4/-).

#### (c) Sewing: make Christmas presents.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

#### (d) Raffia Work: make Christmas presents.

*Raffia Work*, by E. Mochrie (Dryad, 2/6).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

*Seven Little Plays for Children*, by Rose Fyleman (Methuen, 1/6, or, for I.B., *With Pipe and Tabor* (Dent, 1/4).

N.B.—Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (5/-). A record of work should be kept (see leaflet H). In home school-rooms where there are children in A as well as in B, both forms may work together, except in Tales, History and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must, in these subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



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(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL.  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM I., (A & B).

PUPILS' NAMES.....

### Bible Lessons.

I. A & B. 1. Tell (*a*), a story about David after he had escaped from King Saul, *or*, (*b*), the parable Nathan told to David.

2. Tell a story about "Solomon in all his glory."

(Beginners.) Tell a Bible story you have heard this term.

II. A & B 1. Tell a story of Jesus when He healed (*a*), the man sick of the palsy, *or*, (*b*), the blind man.

2. Tell (*a*), about the sower who went forth to sow, *or*, (*b*), about Jesus walking on the sea.

### Writing.

A Write (once only) a line of poetry from memory.

B Write or print (once only),—  
"Seven swift sailing-ships white upon the sea."

### Tales.

A 1. Tell the story of (*a*), Christian's fight with Apollyon, *or*, (*b*), the trial of Faithful at Vanity Fair.

2. Tell about Ulysses' adventure (*a*), in the Cave of Polyphemus, *or*, (*b*), in the palace of Circe the enchantress.

B 1. Tell (*a*), a short fairy story, *or*, (*b*), one long, or two short Æsop's Fables.



English History.

- A 1. Tell (a), about the signing of the Great Charter, *or*, (b), the story of Hubert de Burgh and Henry III.  
2. Tell (a), about Princess Eleanor's brave deed, *or*, (b), how the Black Prince won his spurs.  
3. Tell a story of the Duke of Wellington.
- B 1. Tell about (a), the coming of Arthur, *or*, (b), Gregory and the Saxon children.  
2. Tell about (a), King Alfred and the Danes, *or*, (b), Ethelred the Unready.

Geography

- A 1. What does a map tell you about a county you have not visited? Draw a map of an imaginary county.  
2. Mention four countries in Europe. Tell something about the shape and position on the map of two of them.  
3. Make a plan of your front hall, playground or lawn.
- B 1. Look at a map of the world and say which are hot countries and which are cold. Tell three things about the cold countries.  
2. Tell about a home in (a), China, *or*, (b), Japan.  
3. Tell about a place visited by father, mother or teacher, that you have heard about this term. Where would you find it on a map?

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell what you know about (a), a wasps' nest or a beehive, *or*, (b), grasshoppers.  
2. Tell (a), a story about the bank vole, *or*, (b), how a thrush gets its breakfast.
- B 1. Tell about (a), "the flittermouse," *or*, (b), "Mr. Prickles."  
2. Tell (a), a story about a baby wagtail, *or*, (b), about a "sea-birds' castle."
- or*, (Overseas, A & B).
1. Tell what you know about (a), baby moorhens, *or*, (b), the mother rabbit and her babies.  
2. Tell what you know about (a), "Old Baloo" and his family, *or*, (b), the kangaroo.

Picture Study

- A & B Tell what you can about "The Feast of St. Nicholas," by Jan Steen.

N.B.—Another of Jan Steen's pictures may be described if this one was not studied.

French \* (Oral only.)

- A Children (a), to write a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences, *or*, answer six questions in French.

Number. (All working must be shown.)

- A (6th Term.) 1. 5000 dolls are to be packed in cases containing 8 dolls each. How many cases will be needed?  
2. If a bottle of milk costs 3 farthings, how much will it cost to give a bottle each to 15 children?  
3. How much money is there altogether in 4 collecting boxes containing £8 : 2 : 4, £1 : 5 : 2½, £3 : 17 : 11½, and 16/9?

(3rd term.)

1. How many Christmas cards are there in 752 boxes with 4 cards in each?  
2. A fathom is 6 feet, and a whale has been known to dive 398 fathoms. How many feet is that?  
3. In a box there are ½ lb. of toffee, ¼ lb. of chocolate, and 1 oz. of marshmallows. How many oz. of sweets in the box?
- B 1. How many arms and legs are there on 24 teddy bears?  
2. A little boy saved farthings till he had enough to buy a boat marked 11¾d. How many farthings did he save?  
3. If a bunch of holly costs 5d. how many shillings and pennies will 6 bunches cost?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, of one of the stories (from books set) that you have enjoyed this term.  
2. (a), A wild fruit, *or*, (b), an animal you have been able to watch.

Recitations.\*

Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading.\*

Father to choose unseen passage.

Music.\*

Examine in work done and report progress.

Singing.\*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.\*

Drill, before parents.

Work, Crafts, etc.\*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.



N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on December 12th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, the rest being dictated, (b) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, when it is not possible to arrange for the dictated answers for either I.B. or I.A.

N.B. 4.—Members overseas may send in papers for examination at the end of *any* two terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.